



European School LLC

შპს ევროპული სკოლა

# Inclusion Policy



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Sophio Bazadze  
Director



2 I. Skhirtladze Str. Tbilisi, 0177, Georgia  
Tel: (032) 239 59 64,  
info@europeanschool.ge  
www.europeanschool.ge  
ს/კ: 205172917

## Contents

Our Mission .....	4
Legal Framework and Compliance .....	5
Introduction .....	5
Goals of the Policy .....	6
Confidentiality .....	6
Rights and Responsibilities .....	7
Responsibilities of the School .....	7
The Student Wellbeing Center.....	7
Responsibilities of the Programme Leadership Team .....	7
Responsibilities of the Homeroom Teachers .....	9
Responsibilities of the Subject Teachers.....	10
Responsibilities of the Teaching Assistants (in primary schools).....	10
Responsibilities of the Extra curriculum Teachers including Club teachers .....	11
Responsibilities of the Parents.....	12
Responsibilities and Rights of Students .....	12
Identification, Assessment, and Support .....	13
Principles of Inclusion .....	13
Short-Term and Long-Term Support.....	13
Collaborative Support Framework.....	14
Identification and Assessment Process .....	14
Commitment to Inclusion .....	14
Integrating IB Principles of Equity and Inclusion .....	14
Phased Response.....	15

School Action.....	16
Individualised Educational Plan (IEP) .....	16
Inclusive Access Arrangements .....	17
Professional Development.....	17
Glossary of Terms.....	18

## **Our Mission**

The European International School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

## **Our Values**

Our values-driven international education is expressed through core values that are woven into every academic and extra-curricular activity at the European International School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at the European School learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

## **Positive School Culture**

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

## **Our Commitment is to:**

- Offer inclusive, diverse, and innovative learning communities.
- Develop, support, and empower our students intellectually, creatively, socially, physically, and ethically in harmony with a multicultural environment.
- Focus on academic excellence and integrity.
- Creating lifelong learners committed to international mindedness.

## Legal Framework and Compliance

- This policy identifies and ensures compliance with all relevant legal and programmatic requirements. It aligns with national and international standards, including:
- Law of Georgia on General Education: Ensures equal access to quality education for all students, emphasizing inclusivity in educational practices.
- Law of Georgia on the Elimination of All Forms of Discrimination: Mandates the elimination of discrimination and the active promotion of equality within the school community.
- Law of Georgia on the Rights of Persons with Disabilities: Ensures appropriate accommodations and support for students with disabilities.
- Georgian Labor Code: Guarantees non-discriminatory practices in hiring and staff management, fostering an inclusive educational environment.
- IB Requirements: Aligns with IB standards for inclusive practices, assessment, and program delivery.
- School Policies: Complies with the Admission Policy, Assessment Policy, and other related policies that support inclusion.
- Georgian Legislation and Legal Acts: Meets all obligations under Georgian law and associated legal frameworks.

## Introduction

The school mission statement underpins all learning and teaching in the school. All children are offered the opportunity to develop fully, irrespective of ethnicity, faith or social background, or gender. The policy applies to all programs at the European School (Georgian Programme, IB PYP/MYP/DP/CP, and American School of Advanced Studies).

The teachers, administrators, and staff of European School believe in the inclusion of all students and are committed to educating all students who can function in the classroom to their maximum potential.

The school admits students irrespective of their gender, race, abilities, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's admission policy considering the suitability of the child to mainstream education and the availability of resources and facilities to meet that child's needs.

## **Goals of the Policy**

*The goals of this policy are:*

- To create a welcoming environment for each student that will support personal and collective well-being.
- To ensure that the learning support requirements of students are identified early, assessed, and provided for.
- To clarify the expectations of families, teachers, administration, and students.
- To identify staff roles and responsibilities.
- To enable all students to have full access to all elements of the school curriculum and assessment policy.

*Teachers, staff, and administration acknowledge that*

- Students have different educational and learning needs, abilities, profiles, and aspirations.
- Differentiation and scaffolding promote effective learning.
- Students gain knowledge and skills at different rates through different means.
- Students are all capable and unique.
- Students are lifelong learners.
- The school is welcoming to all students.

## **Confidentiality**

The European School treats all information about a student as confidential. Any communication regarding a student's learning support status will be retained within the student's file, access to which is restricted to Senior Management, and the Student Wellbeing Center team. Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information

and/or advice be communicated to the teachers and staff directly responsible for the education of the student.

### **Rights and Responsibilities**

- **Community Rights:** All members of the school community have the right to an inclusive, non-discriminatory environment where their unique needs are respected and supported.
- **Responsibilities:** Teachers, students, and parents share the responsibility of upholding inclusivity by adhering to policies, reporting concerns, and actively participating in the learning process.

A grievance redressal mechanism has been established, allowing stakeholders to address any concerns related to inclusivity.

### **Responsibilities of the School**

The European School is committed to the well-being, development, and inclusion of all students, ensuring equitable access to high-quality education and opportunities for achievement. The school recognizes its responsibility to create a supportive environment that nurtures students' mental, physical, and psychological development. These responsibilities are delegated from the School's Executive and Senior Leadership Team to Heads of Departments, Heads of Programmes, programme coordinators, and appropriate members of the staff and representatives on the student side to ensure support for students who require special arrangements. To ensure that all students have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programmes the European School established the Student Support Centre (SSC), and Student Wellbeing Center. The purpose of these Centers is to nurture students' mental, physical, and psychological development and well-being.

The school demonstrates in its systems, processes, and policies attention to the social, emotional, and physical well-being of its students and teachers. The school promotes open communication based on understanding and respect.

The school also ensures the granting/revoking of the status of accused/convicted students in the general education management information system and the implementation of measures provided by the Georgian student for the provision of public education under the legislation of Georgia.

## **The Student Wellbeing Center**

The aim of the Student Wellbeing Center is to protect children's rights, promote their physical, and psycho-emotional health and well-being, and support adaptation to the school environment, in order to help students achieve the best of their potential.

*Counselors/psychologists*—provide assessment, support, intervention, and monitoring of students' emotional, social, and cognitive development, academic achievement, and well-being, promote positive behavior and mental health, create a safe and nurturing environment for students to thrive and develop. Collaborate with teachers, parents, and other educators to discuss, design, and implement specific interventions based on students' individual needs.

*Speech and Language Therapist* -assesses and diagnoses speech, language, and communication challenges in students. They provide guidance to teachers, parents, and staff and offer targeted therapy to support students' communication skills and learning development.

*School Doctor* – provides first aid to students together with the teachers, guides a physical education program, promotes events for raising awareness about healthy lifestyles, stimulates correct eating habits among students, and monitors the appropriate sanitary-hygienic practices which include taking preventive measures.

*Special Education Teacher* - supports students with special academic, cognitive, physical, social, and emotional needs, modifies general education curriculum, creates individual educational plans, and works using unique and individual approaches with each student to make sure that students' individual needs are met.

*Child Protection Officer* - safeguards children's rights by ensuring a secure and respectful school environment. The officer is responsible for raising awareness about child protection policies among students and staff, organizing training and informational sessions, and acting as the first point of contact for any child safety concerns. In collaboration with the Wellbeing Center and school leadership, the Child Protection Officer works to prevent harm, promote student welfare, and ensure timely response to any reports of abuse or neglect.

## **Responsibilities of the Programme leadership team**

- Support students' social, emotional, and physical well-being.
- Work collaboratively with the school's Well-being Center and Student Support Center, to support students with learning, emotional and social needs.

- Monitors proper implementation of Individualized Education Plans designed for students with educational needs
- Submit requests for inclusive access arrangements six months prior to an examination session (for the Diploma Programme and the Middle Years Programme).
- Maintain records.
- At enrollment according to the Admission Policy, advise parents of the programme requirements to ensure that they provide key documents regarding the child's diagnosis or difficulties or provide related information in appropriate fields of admission documentation.
- Homeroom Teachers will spend at least 10 minutes each day with the class to maintain pastoral care. When the need arises, individual appointments can be scheduled to meet with students personally to provide support for in-school learning.
- Ensure the school's guiding statements reflect a strong commitment to inclusion, diversity, and equity.
- Develop, implement, and monitor policies that support inclusive practices and safeguard students' well-being.
- Allocate resources to support inclusive education, including staff training, specialized personnel, and physical accommodations.
- Facilitate regular reviews of inclusion policies and practices to ensure they remain effective and aligned with global standards.
- Promote a collaborative culture among staff, fostering teamwork to meet diverse student needs.
- Communicate with parents and the community to ensure transparency and shared responsibility for inclusive education.

### **Responsibilities of the Homeroom Teachers**

- Monitor students' overall well-being, including their academic, social, and emotional development.
- Work collaboratively with the school's Well-being Center and Student Support Center, to support students with learning, emotional and social needs.
- Monitors proper implementation of Individualized Education Plans designed for students with educational needs

- Submit requests for inclusive access arrangements six months prior to an examination session (for the Diploma Programme and the Middle Years Programme).
- Maintain records.
- At enrollment according to the Admission Policy, advise parents of the programme requirements to ensure that they provide key documents regarding the child's diagnosis or difficulties or provide related information in appropriate fields of admission documentation.
- Homeroom Teachers will spend at least 10 minutes each day with the class to maintain pastoral care. When the need arises, individual appointments can be scheduled to meet with students personally to provide support for in-school learning.
- Act as the primary point of contact for students and parents, ensuring open communication about student progress and needs.
- Create a welcoming and inclusive classroom environment where all students feel valued and respected.
- Foster a sense of belonging by celebrating diversity and encouraging positive peer relationships.
- Schedule and lead regular meetings with parents and specialists to discuss and review student progress.

### **Responsibilities of the Subject Teachers**

- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, sexual orientation, physical characteristics, disabilities, age, ancestry, or place of origin.
- The teachers are responsible for prescribing and implementing instructional programs and evaluating the progress of students.
- Appoint additional lessons for those students who need support to catch up with the curriculum.
- Differentiate lesson plans, instructional methods, and assessments to meet the diverse needs of learners.
- Collaborate with homeroom teachers, learning support staff, and teaching assistants to implement IEP, action plans, and other support strategies.

- Incorporate elements of global citizenship and intercultural learning into subject-specific teaching to enhance students' awareness and skills.
- Use formative and summative assessments to track student progress and adjust teaching strategies as needed.
- Report any observed challenges or concerns about students' learning, behavior, or well-being to the leadership or support teams.

### **Responsibilities of the Teaching Assistants (in primary schools)**

- Support teachers in providing targeted assistance to students under the guidance of homeroom and subject teachers.
- Help implement Individualized Educational Plans (IEPs) and differentiated teaching strategies within the classroom.
- Support and facilitate small-group or one-on-one instruction to reinforce learning and assist students with additional needs.
- Help students with physical or sensory disabilities access the curriculum and participate in school activities.
- Support students during transitions, breaks, and other non-classroom settings to ensure they feel included and supported.
- Assist in maintaining an inclusive classroom environment by addressing students' individual needs with patience and care.
- Collaborate with teachers to help manage classroom behavior and create a positive learning atmosphere.
- Participate in professional development opportunities to enhance skills in supporting inclusive education.

### **Responsibilities of the Extra curriculum Teachers including Club teachers**

- Design and deliver activities that are accessible and inclusive for all students, regardless of ability, background, or learning needs.
- Incorporate multicultural and inclusive themes into extracurricular programs to celebrate diversity.

- Promote social, emotional, and physical development through extracurricular activities.
- Identify and support students who face challenges in participating fully in activities.
- Work collaboratively with support staff to accommodate students with special needs.
- Create a safe, welcoming, and respectful environment in clubs and activities.
- Monitor student interactions to promote positive relationships and address any exclusion or discrimination.
- Communicate with homeroom teachers, counselors, and learning support staff to understand individual student needs.
- Adapt activities and materials to meet the diverse interests and abilities of students.
- Offer varied and flexible activity options to encourage participation.
- Provide opportunities for students to develop leadership skills and engage in service-learning projects.
- Foster a sense of teamwork and mutual support among students in clubs.
- Participate in professional development and training on inclusive practices.
- Stay informed about adaptive methods for promoting inclusion in extracurricular activities.

### **Responsibilities of the Parents**

Parents of children with learning support requirements and special educational needs are valued as essential partners in their child's education. The school is committed to supporting parents in fulfilling their role effectively.

- Actively recognize and embrace their responsibilities as partners in their child's education, fostering a collaborative relationship with the school.
- Understand their child's rights and entitlements under the school's inclusion policy, ensuring they advocate effectively for their child's needs.
- Access available resources, information, advice, and support provided by the school to help them make informed decisions.
- Submit all relevant documentation regarding their child's learning support requirements during the admission process or as changes occur.

- Notify the school promptly of any updates or changes in their child's needs, including new assessments, diagnoses, or interventions.
- Consider and implement recommendations provided by the student well-being services, leadership team, or other school staff aimed at supporting their child's development and integration.

## **Responsibilities and Rights of Students**

Students play a central role in fostering an inclusive and supportive educational environment. Their voices, perspectives, and active participation are highly valued.

Students have the right to:

- Freely express their feelings, needs, and concerns in a safe and respectful environment.
- Participate in discussions and decision-making processes that impact their learning and well-being.
- Make informed choices about their educational journey, within the framework of the school's policies.
- Access and utilize the support services provided by the Student Wellbeing Center or Student Support Center to enhance their learning and overall development.

Students are expected to take responsibility for:

- Following their Individualized Educational Plan (IEP) and adhering to guidance provided by teachers and support staff.
- Proactively report any concerns about their own or others' physical, mental, or academic well-being to a teacher, leadership team member, SEN (Special Educational Needs) teacher, or counselor/psychologist.
- Contributing to a positive school environment by respecting the rights and needs of others.

## **Identification, Assessment, and Support**

The European School is dedicated to creating an inclusive learning environment where all students, including those with diverse needs, are supported to reach their full potential. This involves identifying and addressing barriers to learning while celebrating diversity as a valuable resource for enriched educational experiences.

## Principles of Inclusion

- Support and access arrangements are designed to enable students with the aptitude to meet curriculum and assessment requirements to achieve their full potential.
- Students are not classified as having a learning difficulty solely because their home language differs from the language of instruction. Linguistic diversity is viewed as an asset to the learning community.
- Diversity is recognized as a resource that enhances international-mindedness and intercultural awareness. Individual differences are seen as opportunities for enriched learning, not challenges to be overcome.

## Short-Term and Long-Term Support

- School counselors and psychologists provide short-term individual and group counseling to address mental, emotional, and behavioral concerns that may impact students' learning and well-being.
- For students requiring long-term support or specialized clinical care, the Student Wellbeing Center will guide parents in seeking external resources and services. The school will assist in locating appropriate external support when needed.

## Collaborative Support Framework

- The school emphasizes collaborative planning and action among all teachers involved in a student's education. This ensures continuity and alignment across the learning continuum.
- Partnership with parents is essential, and the school works closely with families to ensure students with learning support needs can progress effectively.

## Identification and Assessment Process

To identify and assess students' needs accurately, the school utilizes the following methods:

1. **Observation and Assessment:** Evidence collected by teachers, counselors, psychologists, and special education teachers.
2. **Standardized Tools:** Use of screening tools, tests, and questionnaires to evaluate learning, behavioral, and emotional needs.
3. **Collaboration with External Professionals:** When necessary, the school works with outside agencies, including medical professionals, to gain a comprehensive understanding of a student's needs.

4. **Performance Assessment:** Evaluating a student's performance against age-related expectations and curriculum objectives.
5. **Progress Monitoring:** Ongoing tracking of students' progress relative to curriculum goals to ensure timely interventions and adjustments.

## **Commitment to Inclusion**

The European School believes that schools must be organized to accommodate student diversity, ensuring all students feel included and supported. By recognizing individual needs and leveraging diversity, the school fosters a supportive and inclusive environment that allows every student to thrive academically, socially, and emotionally.

## **Integrating IB Principles of Equity and Inclusion**

At the European International School, we are dedicated to implementing inclusive International Baccalaureate (IB) programmes that align with the IB's commitment to equity and inclusivity. Our approach encompasses:

### **1. Universally Designed Curriculum**

- **Inclusive Curriculum Design:** We develop curricula that are inclusive, fair, and accessible, ensuring all learners have equal opportunities.
- **Diverse Perspectives:** Our curriculum content reflects a wide range of cultures, nationalities, backgrounds, identities, and perspectives, allowing students to see themselves represented and fostering a sense of belonging.
- **Accessible Assessments:** Assessments are designed using universal design principles, considering cultural diversity and personal identity, and providing inclusive access arrangements to accommodate various student needs.

### **2. Inclusive Education Practices**

- **Access and Inclusion Policy:** We enable full participation of all students by reducing barriers through appropriate access arrangements, supporting those with learning, physical, sensory, emotional, medical, and other long-term challenges.
- **Support During Adverse Circumstances:** We offer support to students affected by unforeseen events, such as bereavement or natural disasters, ensuring their educational journey is not unduly disrupted.

By embedding these principles and practices, we aim to create a learning environment where diversity is valued, and all students are empowered to succeed.

## Phased Response

The European School adopts a **phased response** approach to meeting diverse learning needs. This structured strategy begins with utilizing classroom and school resources before escalating to specialist interventions or encouraging parents to have their child assessed by external healthcare professionals.

### Early Concerns

- Student progress is consistently monitored by teachers.
- Concerns raised by teachers, counselors/psychologists, or parents are initially addressed through classroom-based strategies, emphasizing **differentiation**:
  - **Content Differentiation**: Adapting what is taught and how it is taught to suit individual student needs.
  - **Process Differentiation**: Offering varied opportunities for students to process or make sense of the content.
  - **Product Differentiation**: Allowing students to demonstrate their understanding and skills in multiple ways.

### School Action

If initial classroom strategies fail to meet the student's needs, **additional school actions** are triggered. This occurs when evidence indicates that the student:

- Makes little or no progress despite differentiated strategies.
- Displays difficulty in developing Approaches to Learning (ATL) skills, leading to poor performance in some curriculum areas.
- Exhibits emotional or behavioral difficulties that are not resolved through standard behavior management techniques.
- Has diagnosed learning differences or impairments.

### Specialized Interventions and Support

- If external professional support is already involved:
  - The program coordinator will communicate with the external professionals.
  - With parental or guardian authorization, the school will discuss and implement appropriate support strategies.
- If an **Individualized Educational Plan (IEP)** already exists:

- The program coordinator or counselor/psychologist will work with parents or guardians to share and implement the IEP recommendations with teachers and staff.

This phased response ensures that every student's needs are addressed systematically, starting with classroom-level interventions and escalating to specialized support only when necessary. It promotes efficient resource use while prioritizing the well-being and academic success of every student.

### **Individualized Educational Plan (IEP)**

The school receives assessments from specialized public or private agencies, based on which the school's Wellbeing Center develops an IEP for the student in collaboration with teaching staff and parents. Alternatively, the school may receive an IEP directly from specialized public or private health agencies. In cases where a child does not have any assessment or diagnosis, the Wellbeing Center will develop a tailored action plan based on observations and initial evaluations. This plan will be shared with the respective parties, including teachers and the student's family, to ensure appropriate support is provided. The Student Wellbeing Center, in collaboration with teachers and the family, works to guide the child effectively through the learning process.

### **Inclusive Access Arrangements**

Ongoing assessments will be differentiated according to the teachers. For major examinations, IB external and internal assessment, the IB authorizes the school, under certain conditions, to proceed to inclusive access arrangements regarding examinations. In any case, a professional assessment provided by a healthcare professional(s), within the last two years, must be provided to the school and the IB organization. No special arrangements will be made without these documents and only the IB is authorized to allow inclusive access arrangements for assessment.

Requests for inclusive access arrangements must be submitted to the IB Organization by the Diploma Programme coordinator six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

### **Professional Development**

To enhance the professional capacity of teachers and staff in supporting students with diverse needs and inclusive arrangements, **the Student Wellbeing Center** collaborates

with the **Director** and other leadership members to review staff skills and ensure comprehensive training programs. These programs address Special Educational Needs (SEN), behavior management, student emotional well-being, and inclusive teaching practices. Professional development opportunities include:

- Workshops, seminars, and webinars on differentiated instruction, global citizenship, and intercultural competencies.
- Training sessions on safeguarding, child protection, and the mental health needs of students.
- Skills development for implementing and managing Individualized Educational Plans (IEPs) and inclusive access arrangements.
- Collaborative learning opportunities to improve the use of technology and adaptive strategies for diverse student needs.
- Ongoing assessment of professional training needs, informed by student outcomes, emerging educational trends, and stakeholder feedback.

Staff are encouraged to apply inclusive practices, foster equity, and reflect on their teaching methodologies regularly. Additionally, the school supports peer observations, collaborative planning, and participation in external training programs to ensure staff are equipped to meet the needs of all students effectively.

This professional development framework is continually monitored and evaluated to ensure it contributes to creating an inclusive, supportive, and equitable learning environment for the entire school community.

## **Glossary of Terms**

**ATL:** Approaches to Learning - skills developed by the students that allow them to achieve inquiry-based learning. **Remedial Classes:** Additional classes in Mathematics, English, and Science that support students who are identified as struggling to achieve required standards.

**Academic Tutoring:** Individual instruction by teachers after school hours authorized by parent/guardian and the school, which carries an additional charge payable to the school.

**Teacher–advisor:** A teacher the student has been paired with that they meet when needed to discuss issues and assist in developing ATL skills and any other matter within the teacher–advisor’s capability to support such need. **IEP:** Individual Educational Plan - available from health care professionals once a student is diagnosed as having special educational needs.

**ELL:** English Language Learner